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with the best and he is regarded as especially accurate and thorough in his knowledge of the Mecklenburg Declaration of Independence, being ever ready to defend the authenticity of the Twentieth of May claim with sound argument and abundant documentary evidence.

FROM WILEY TO JOYNER

His term of office as an educator began while Calvin H. Wiley, our first State Superintendent, was yet in office, and each of Wiley's successors to this day has found Alexander Graham in educational harness and always pulling bravely in the right direction.

At all of the larger educational meetings in North Carolina he is always a delightful presence and a help-

ful force and constantly the center of a group of teachers eager to hear him talk from his full store of practical experience as a teacher and his thrilling reminiscences of the schoolroom or some local tax campaign for a school tax, a bond issue for a new building, or some other phase of educational progress.

I wish that I had space enough to tell something of the bright and sunny side of his character where wit and humor sparkle and hold with equal charm both friends and strangers alike. But to write a full account of only his labors as an educator would make this sketch too long. May he live long and be found for many years to come still laboring for the education of all the children of North Carolina.

## TANGIBLE REWARDS OF AN EDUCATION

By L. A. WILLIAMS

The University of North Carolina

It is all very well for us as teachers to urge our pupils to remain in school that they may get the culture and training which comes from having an education. We may "point with pride" to the products of our schools and try to make ashamed those who do not try to better their social standing by grasping the opportunity offered them by the state. This is of course the worthy and high motive which should actuate all citizens in a democracy, and the attainment to a high degree of education and culture is a just motive for much sacrifice and struggle.

However, there is a vast number of our citizens, young ones especially, who cannot yet see far enough down the path of life to visualize the blessings and benefits which accrue to the educated man and woman. The school boy and girl must see immediate returns on the investment in education; they are day by day asking the very pertinent and the very human question, "Will it pay?" Crass materialism it may be, typical of the twentieth century desire for quick returns it is. But as one of our famous political leaders once remarked, "It is a condition and not a theory which now confronts us." We cannot satisfy these questionings and we fail to meet the issue squarely unless we can tell the pupils in our schools whether or not education does pay, and pay in the very tangible form, of dollars and cents.

Dr. A. Caswell Ellis, of the University of Texas, has done us a great and lasting favor, therefore, by preparing a bulletin on "The Money Value of Education," which appears as Bulletin, 1917, No. 22, from the United States Bureau of Education. It is an exceedingly readable and definite study of facts about

the tangible rewards of an education. Several interesting viewpoints are brought out in the study which are so very pertinent that we are taking the liberty of summarizing a few of them.

On page 9 appears a graphic presentation of a rebuttal to the old argument that public education is a charity from the state. In 1899 Massachusetts spent \$38.55 per pupil on education. That same year Tennessee spent \$4.68 per pupil on education. During that year Massachusetts citizens averaged to produce \$144 each more than the citizens of Tennessee produced. Taken in the aggregate, Massachusetts spent \$12,000,000 more on schools than did Tennessee and her citizens produced \$403,000,000 worth more than did the citizens of Tennessee. It is a mighty good investment that will produce an income of 33 times as great as the capital invested.

Statisticians will haggle over the fact that in the case just cited the citizens receiving the education provided by the money spent were not the citizens who produced the wealth; admitted, but both Massachusetts and Tennessee had been pursuing a policy similar to the policy of 1899 for a number of years. However, to satisfy the scientifically minded manipulator of facts and figures we will take the Massachusetts case of 799 workers who left school at either 14 or at 18 years of age and trace the actual average salaries received by them from year to year.

"The boys who had remained four years longer in school in order to take a technical course soon caught up in salary with their brothers who stopped at 14, and went ahead of them so rapidly that by the time they were 22 years old the sum of the four years'

salary of the better educated boys was equal to that of the eight years' salary of those who had quit school at 14. At the age of 25 the boys who had taken four years' extra schooling were on the average getting \$900 per year more than those who left school at 14.

"If it is assumed that each boy continues for the remainder of his normal working life to receive the same salary that he was paid at 25 years of age, the boy who quit school at 14 would receive a total life income of \$26,667, while the boy that remained till 18 would receive \$58,900. It thus appears that four years of technical training, from 14 to 18 years of age, more than doubles the earning capacity of the average Massachusetts boy engaged in industry and richly repays both him and the State for the time and money devoted to his education."

Somebody may complain that this is the case only in a very specialized type of occupation. Let's see what the bulletin has to say about so common place a job as work in the New York Bridge Department. The average salary in positions demanding only ability to read, write, and cipher was, in 1909, \$982. The average salary in positions demanding knowledge derived from high school and commercial courses was \$1,729. In positions demanding high school and two or three years of college or technical education the average salary was \$2,400. These figures speak for themselves.

But after all just how much is it worth to the individual pupil to stay in school? If he can make \$15 to \$18 or perhaps \$25 per week in store or factory, isn't he justified in leaving school and taking the job? From a study made at the University of Texas the following facts are exhibited on page 32 of the bulletin mentioned above. Laborers who are uneducated earn on the average \$500 per year for forty years, making a total life income of \$20,000. Graduates of high schools earn on the average \$1,000 per year for forty years, a life income of \$40,000. To secure this high school education an average period of 12 school years of 180 days each, a total of 2,160 school days was required. These 2,160 school days evidently add \$20,000 to the life income of such pupils as have the high school education. It is evident, therefore, that each of these days is worth \$9.02 to pupils in school. The answers to the questions stated at the beginning of this paragraph are self-evident. Unless a pupil can secure a position paying \$9.00 per school day he will do better to remain in school during the time school is in session and pick up odd jobs during vacations and on Saturdays.

How about the boy on the farm? Is there any advantage to him in having more than the mere rudi-

ments of a common school education? "In 1912 the Missouri College of Agriculture conducted a survey of 656 farms in Johnson County, Mo. Of these farmers, 554 had only a district-school education, while 102 had received more than that. It was found that the better educated farmers operated 33 per cent more land and own four-fifths of the land they operated, as against three-fifths owned by those with only district-school education; they kept one-sixth more stock, worked 14 per cent more land per workman, and earned 71 per cent more clear labor income per year." Other factors affected these results to a certain extent no doubt, but the man making the survey declared after careful investigation that education must have played a very large part in securing this increased earning capacity.

It does not seem necessary to draw further from the many other illustrations given in the bulletin. There is ample evidence to show that laying aside all the abstract and idealistic values attached to an education there is a distinct and tangible reward in the shape of more money, not immediately but in the long run and for the whole life period. There are great and outstanding exceptions but they are exceptions. Taken by and large, on the average, "the run of the mine" shows there is a clearly evident increasing money value in an increasing amount of education.

#### SOCIALIZED ENGLISH

It is next to impossible for one to pick up any school magazine these days and not find some phase of school work treated from the "social efficiency" point of view. One is not surprised, therefore, and is thoroughly delighted with the article on Socialized English\* in the October number of the *School Review*.

The idea of the course outlined in the article is to start high school pupils to reading and thinking about affairs in their everyday life about them and gradually lead them out into a vision of the great, wide world of life. Suggested topics for both oral and written treatment and suggested books appropriate to the topics are given. Civics, history, literature, composition, agriculture, sanitation, economics, all find themselves correlated with the purpose of developing within the pupils a social viewpoint.

L. A. W.

Thought like water seeks its level, and for children to come into living and loving communication with a great teacher is a real uplift and an education in itself.—KENNEDY.

\* Clark, Zelma, Socialized English. *School Review*, Vol. XXV, page 581 (October, 1917).